

#BeeWell Evaluation Invitation to Tender

Background

#BeeWell is a new £1.2million programme led by the University of Manchester, the Anna Freud Centre and the GMCA, that combines academic expertise with youth-led change to make the wellbeing of young people everybody's business.

Designed by young people, #BeeWell will survey the wellbeing of pupils in secondary schools across Greater Manchester from autumn 2021, for at least three years, and use the results, in partnership with schools, to deliver positive change in all our communities.

#BeeWell will seek to create the conditions for all our young people to thrive by:

- listening to young people's voices,
- acting on what they tell us,
- celebrating their wellbeing.

To date, #BeeWell has engaged more than 150 young people from Pathfinder schools in the design of the questionnaire, gaining invaluable insights into what wellbeing means to young people, what factors influence their wellbeing, and what makes them thrive. Our Questionnaire Advisory Group of leading national experts has quality assured the outputs from young people to ensure the survey is academically robust and rooted in evidence.

Participating schools and localities will receive free, confidential, aggregated feedback, using our dynamic online data dashboard. This feedback will inform and complement the work that schools are undertaking to support the wellbeing of their pupils. The Child Outcomes Research Consortium will provide free, bespoke support to schools to act on this evidence.

Neighbourhood data will be published, enabling a place-based approach to young people's wellbeing, in which arts and cultural organisations, youth clubs, sports clubs, businesses, charities and other actors work together to address local needs and priorities. Some 50 organisations have already confirmed their support for #BeeWell, committing to respond to the findings of the survey to improve outcomes for young people across the city region.

Our programme aligns with the local strategic plans for Greater Manchester, supporting the city region's integrated investment into the mental health of children and young people. It is our ambition that our annual survey becomes embedded in the decision-making processes for young people across Greater Manchester. #BeeWell also intends to inspire a national conversation about rebalancing the national education system, so that it treats wellbeing as an outcome complementary to academic attainment.

The programme is funded for three years, with an aim to engage all 267 secondary schools across the city region, including mainstream, independent, special schools, Pupil Referral Units and Alternative Provision. This represents up to 70,000 young people who could take part in the survey each year. 75% of mainstream schools in Greater Manchester were signed up to the programme at the time of writing.

The #BeeWell team are seeking an independent evaluation partner to capture learning, outputs and outcomes related to the programme. This evaluation will take place in two parts: an initial annual evaluation report with a view to extend to a longer term partnership for an additional two years, subject to funding. The evaluation will be used to shape the programme as it develops over three

years, explore what works about #BeeWell and how it might be scaled nationally, as well as inform our long-term ambitions to pivot the national education system towards wellbeing.

Objectives

The #BeeWell evaluation partner will help demonstrate whether the programme has achieved the outputs and outcomes set out in its Theory of Change, which have been synthesised in the table below:

Outputs - LISTEN	Intermediate Outcomes - ACT	Long-term outcomes - CELEBRATE
#BeeWell data is discussed at a strategic level by schools and public services	Schools change their behaviour as a result of the data	Wellbeing outcomes are prioritised in school planning, including mainstreaming of #BeeWell beyond 2024
Voluntary sector, parents, communities engage with the neighbourhood data	Communities are doing different things as a result of the data	More money invested/services directed towards communities with lowest CYP wellbeing
There is a strong feedback loop to pupils	Young people feel that schools are prioritising their wellbeing and their voices are being listened to (more staff involved in improving wellbeing, increased school connection, decreased MHWB stigma)	Young people feel empowered to support their own wellbeing (better understanding of wellbeing, tools to support & cope)

The evaluation partner will also support the project team to answer the following questions over the three years of the programme:

Locally

Factors influencing implementation

- How have we incentivised schools to sign up?
- How do we maximise continued participation of schools and wider community?
- Have we asked the right questions? Is the data itself as useful as it could be?
- How have we ensured buy-in and engagement from the wider system?

Factors influencing outcomes

- Does #BeeWell help pivot the CYP services system towards wellbeing?
- What place-based change might be required to improve CYP wellbeing and how does this vary?
- Is #BeeWell sparking innovation in approaches to CYP wellbeing in Greater Manchester?
- Is #BeeWell actively helping to tackle inequalities in CYP wellbeing?

Sustainability considerations

- What are the conditions needed for #BeeWell to succeed?
- How can we sustain the #BeeWell model beyond 2024? What funding streams should underpin the programme long-term?

- What costs arise from undertaking the surveys and what issues or risks arise because of the collection of data?

Nationally

- What elements of the #BeeWell model are needed for the programme to be scaled successfully at a regional and national level?
- Are we successfully making the case for shifting away from narrow focus on academic attainment?
- How are the research findings having an impact on national policy thinking?
- What further research could spin out from #BeeWell that strengthens our understanding of CYP wellbeing and its role in the education system?
- What lessons can be learned that might inform future large scale wellbeing assessment and improvement programmes (including, potentially, a national system)?

Methodology

We expect the evaluation partner will use a mixture of qualitative and quantitative methods to examine the outputs/outcomes above. We hope to capture impacts across the system, including the conditions necessary for #BeeWell to be embedded successfully in schools and communities. We would hope to understand what are the mediators of success and the perspectives of a range of stakeholders in understanding the impact of the programme.

Co-production/co-creation underpins every aspect of our programme, including the design of our Theory of Change, and we would expect our evaluation partner to use co-production techniques with young people to shape the work, including engaging with the #BeeWell Youth Steering Group. We would also hope to see active involvement of other relevant stakeholders, such as school-based staff, local government officers and voluntary sector leaders.

Outputs and Dissemination

For Year 1, the primary outputs will be an operational and first-year report.

A large focus of the operational report would be on implementation improvements for the following two years, looking at survey delivery, school recruitment and engagement, dissemination of findings, and reporting mechanisms.

The first-year report will focus more on impact of the #BeeWell survey in schools, experiences of young people engaging with #BeeWell and initial activities inspired by the data in schools and communities. We expect this will be primarily focused on the LISTEN/ACT stages of the Theory of Change.

It will also include case studies in specific neighbourhoods demonstrating the potential impact of #BeeWell data on place-based change, using deep dives to act as exemplars for future place-based work across Greater Manchester.

Year 1 work will also include developing and signing off an evaluation design for the full three years and the collection of any baseline information necessary for the implementation of the three year evaluation.

The operational report will be due in March 2022 and first-year report in July 2022, with a set of recommendations to inform activities in the following two academic years.

The first-year report will be accompanied by workshops with coalition and school partners to disseminate the findings. The evaluation partner will also be expected to participate in roundtables that will be set up and facilitated by the #BeeWell partnership.

Subject to funding, the Year 1 reports will then be followed by a three-year final report in 2024 that explores in full the Theory of Change and questions set out above.

Deliverables

- Project inception and evaluation meeting + co-production workshop with partners and young people
- Detailed evaluation plan for Year 1 and outline proposal for 3 year plan
- Attendance and participation in relevant project group meetings
- Verbal reporting on a bimonthly basis
- Written reporting on a quarterly basis
- Operational report, one year report & case studies

Timescales

Submission of tenders by September 3rd 2021. Interviews week commencing September 13th.

Work to commence by final two weeks of September 2021.

Operational report due March 2022. First-year report due July 2022.

Budget

£50,000 for the first year with a view to extend for another two years at £50,000 per annum.

What are we looking for in the tender?

If you would like to be considered to undertake the evaluation please detail your expression of interest and a short evaluation proposal in no more than 2000 words to cover:

- Your understanding of the brief and proposed approach for refining the evaluation methodology
- Your ability to carry out the proposed work, including relevant skills and demonstrable thematic and technical expertise
- How you will approach evaluating a programme sat within the complex ecosystem of Greater Manchester and its various stakeholders
- A Project Plan for the first year of the evaluation with key activities and deliverables, including number of days expected for each task.
- A Budget, including a full breakdown of your proposed fees, identifying the day rate and seniority of member(s) of staff assigned to each role. The proposed budget should include all expenses and VAT, where applicable.
- An inclusive approach: an understanding of how to engage lesser heard communities, and less mainstream settings, and some track record in this area, e.g. faith-based and special schools and community and cultural groups

- A youth-centred approach: young people will be on our recruitment panel for the evaluation and the tender should have young people in mind
- Previous experience of engaging in a meaningful/co-productive way with young people and evidence of working in or knowledge of different school settings
- A strong understanding of data protection/GDPR, ethics (in particular relating to surveying of young people), and strong quality assurance processes.
- An example (and link, if possible) of two pieces of related work carried out that demonstrates your ability to deliver similar assignments.
- Two references from organisations with whom you have carried out related work.

Assessment Criteria

Understanding of the brief (20%)

Evaluator's knowledge of children's mental health and wellbeing; systems change; devolution context; place-based change (25%)

Experience and track record (20%)

Suitability of methodology (25%)

Commitment to [Social Value](#) (10%)

Please send proposals to beewell@manchester.ac.uk by 5pm on September 3rd 2021, using the subject headline “#BeeWell Evaluation”.

For More Information about #BeeWell, you can visit:

<https://www.manchester.ac.uk/discover/social-responsibility/civic/beewell/>